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Mentor's Introduction

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Graeme Sullivan's Masters thesis examined a document that I prepared for the Ohio Department of Education in 1977. The formal conceptualization was more or less complete by 1975 but the publication was delayed two years. Thus the material that Sullivan analyzed is a view of art education curriculum I held several years back. Interestingly enough N.A.E.A. has granted it an award of excellence at the 1983 conference, and thus it is appropriate that some critical work be done on the document, especially since it is likely to be more widely distributed than before.

Though the granting of the award was an unexpected honor, Sullivan's analysis should be useful in alerting the reader to some of the problems with the document. I should add that his analysis also reveals some of the document's strengths as well. However, the analysis was most useful to me in helping me form my thoughts on curriculum in art education. A forthcoming paper called Curriculum Inquiry in Art Education: A Models Approach represents my current views on the matter, views that were helped along by this analysis.

Special attention should be focused also upon the methods of analysis used by Sullivan. To do so in full will necessitate reading the thesis as well as the abstract. Graeme Sullivan showed a degree of courage in deigning to criticize the work of his graduate advisor for which I congratulate him.